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1908

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UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

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THE STATE UNIVERSITY AND SCHOOL OF MINES OF NORTH DAKOTA, *University, N. Dak.*

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UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

CONTENTS:

Board of Trustees and Officers.
Departments of the University.
Teachers College Faculty.
Preparation of High School Teachers.
Model Schools at Universities.
Aim and Scope of Teachers College.
Announcements and Explanations.
Entrance Requirements.
Advanced Standing.
Curriculum of Teachers College.
The Master's Degree.
Special Certificates.
The Recommendation Committee.
The Summer School for Teachers.
Expenses.
Courses of Instruction.

Editorial Note.

We are glad to announce that the new School of Mines building and the new Gymnasium are now in use; the Carnegie Library will be ready in a few weeks.

The most important change recently decided on at the University is the adoption of the Semester plan. Hereafter instead of having three terms, three examinations and three enrollments, we shall have only two. This will save a good deal of time and is in accordance with the practice in most of the larger institutions in this country. Full particulars will be given in the forthcoming catalogue.

It has been said that the most interesting problem of contemporary university life throughout the United States has arisen in connection with the establishment of departments for the special training of teachers, especially of teachers for the high schools. The University of North Dakota, in common with most other state universities, has been trying to solve this problem. We are glad to present to our readers in this issue a statement of the aims and scope of Teachers College. We believe that this college has a mission and that its establishment will meet with the approval of the citizens of the state.

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6. THE COLLEGE OF MEDICINE.
7. THE SCHOOL OF COMMERCE.
8. THE SCHOOL OF CIVIL ENGINEERING.

A preparatory department, corresponding in grade to a four-year high school, has thus far been retained, the purpose being to transform it as soon as the means are obtained, into a model school for Teachers College.

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PREPARATION OF TEACHERS FOR SECONDARY SCHOOLS.

Ever since the establishment of secondary schools the universities and colleges have supplied them with the majority of their teachers. The academies of the east secured their teachers from Harvard and Yale and other colleges, the teachers of the German gymnasia have always been trained in the great universities, and Oxford and Cambridge have supplied the masters for the great English secondary schools. This practice has been of the utmost importance to the young people in the schools under consideration. The liberal attitude that can overlook the petty shortcomings of adolescents, the breadth of view so easily communicated to the semi-visionary youth of that age, and withal thorough scholarship,—these are the great essentials to the inspiring teacher of a secondary school, and they can best be gotten from college life.

To be sure, in this country the young teachers who thus came to the secondary schools have often been sadly deficient in pedagogical knowledge, but the qualifications to which I have alluded are of greater consequence than the highly developed arts of the mere drill master. Nevertheless, ever since the Normal schools all over the country have demonstrated the effectiveness of professional training for the elementary school teacher, the conviction has grown among high school experts that a certain amount of pedagogical work would not detract in the least from the value of the college course and would be helpful in starting the young teacher with a reasonable measure of professional insight. School authorities and patrons kept insisting that all teachers should have some professional training before entering the school room and not get it solely by experimenting upon the pupils. The colleges have at last begun to respond to the public desire and the opportunities that they have offered have been seized with phenomenal eagerness. This introduction of Education as a subject for study and investigation in colleges was accomplished within our memory, yet so rapid has been the growth of the intruder that, according to the Report of the United States Commissioner

of Education, during the academic year 1904-5, 240 colleges and universities report students in courses intended for the professional training of teachers. Where less than thirty years ago there was not a single university chair given over completely to the subject of the theory and practice of education, in 1904-5, 148 institutions reported administrative provision for professors of pedagogy or heads of departments of Education. Or, again, not taking the forty-four technological colleges into the account, there were 575 institutions nominally described as universities and colleges, 240 of which, as stated, or nearly 42% of them, offered courses in Education. These 575 institutions enrolled 87,591 students in the liberal arts courses, and 11,977 in one or more courses in Education. Assuming that the students of pedagogy are also counted as liberal arts students, this means that more than an eighth of all the liberal arts students in the 575 institutions are taking pedagogy, although only 42% of those institutions are offering this subject.

The Columbia University Quarterly for June, 1907, gives a table showing the enrollment in fourteen of the largest universities where courses in Education are offered. This shows an enrollment of 17,952 liberal arts students, of whom 3,297, or about 1-5, were pursuing courses in Education. In Columbia College 865 of the 1,470 liberal arts students, or nearly 3-5 of them were taking courses in Education. Of graduate students the Teachers College has for several years had a larger number than any other department of the University has had.

As the preparation of secondary school teachers has been the most conspicuous business of a college of liberal arts it may not be long before half the students enrolled in such colleges throughout the country will devote a reasonable portion of their attention to the study of professional courses in Education. It is needless to add that these courses will be mainly such as are specially adapted to meet the needs of prospective high school teachers and school superintendents.

So much for a general statement. Now, more specifically, what is the character of the professional training that is at present offered, and what further

adjustment should be demanded of the colleges to meet the needs of the situation?

The best authority upon this question of which I know is the "Recommendations of the Committee of Seventeen on the Professional Preparation of High School Teachers." This committee was appointed in 1905 by the Department of Secondary Education of the National Educational Association, and its membership, which is scattered over all parts of the country, represents high schools, normal schools, colleges and city superintendents. This committee recommends "that the minimum requirement for a secondary school teacher shall be graduation from a college maintaining a four-year course and requiring four years' high school work for admission." A year's graduate work is considered desirable but is not insisted upon.

The academic preparation of the prospective high school teacher is to include the following elements:

"A. A detailed and specialized study of the subjects to be taught, and work outside of those sufficient to give some insight into the different fields of knowledge and to avoid the dangers of over-specialization.

"B. One or more subjects from a group including history, economics, and sociology, which will give the teacher a proper outlook upon the social aspects of education.

"C. A course in general psychology, and at least one from a group of subjects including history of philosophy, logics and ethics, which will give the teacher a proper outlook upon education as the development of the individual."

To give professional preparation it is recommended that at least ⅛ of the college course be devoted to the following subjects: History of general education and of secondary education; educational psychology with emphasis on adolescence; the principles of education including the study of educational aims, values and processes; special methods in the secondary school subjects that the student expects to teach; organization of schools and school systems; and lastly, school hygiene. These subjects are to be studied in separate courses or "in such combinations as convenience or necessity demands," and "the proportionate amount of time given to them may vary with local conditions."

In addition to the preceding a separate recommendation stipulates that "opportunity for observation and practice teaching with secondary pupils shall be given."

These recommendations embody the best expert opinion regarding the preparation of teachers for secondary schools, and are in harmony with the adjustment that is being made by the colleges. A few universities, such as Columbia and Chicago, now have their teachers colleges that are as nearly ideal as money can make them. A few others have an equipment that may be considered fair, while several hundred are still in process of adjustment and are at present meeting the needs only in part. It is entirely probable that this evolution will go forward at a marvelous rate during the next ten years, and will prove to be the most striking movement among American colleges and universities in the present generation.

The pedagogical work that is offered in the colleges referred to usually includes courses in general and educational psychology, and the history and the principles of education. The colleges that have gone beyond the most meagre provisions also offer a variety of other subject, as for example, Teachers College of the University of North Dakota adds to the above list courses in theory and practice in the special subjects which the student expects to teach, the study of educational systems, school supervision and administration, observation of teaching processes, high school management, child study, adolescence, nature study, and a critical examination of text books. The three men in the Department of Education devote practically all their time to this work and courses in special methods are also given in the other departments of the University. Some of the larger teachers colleges employ a much larger teaching staff, but many institutions offer only such courses as can be given by one man, and still others attach the work in pedagogy to other chairs so that one man may be professor of philosophy, psychology, logic, ethics, history of education, and general and special methods in all the elementary and secondary studies. It is needless to say that such provision is entirely inadequate; the work cannot be done

well where one man is required to cover such an array of subjects.

Under a separate caption we shall consider the last phase of work that the committee of seventeen insists upon for the preparation of high school teachers,—namely, observation and practice teaching with secondary pupils. A model school for this purpose is now the most pressing need of Teachers College and it is hoped that the state of North Dakota may soon provide the necessary building, and thus enable its university to keep abreast with the most progressive institutions of its class.

MODEL SCHOOLS AT UNIVERSITIES.

Courses in the observation of teaching processes and in practice teaching under criticism could easily claim to be the most practical of all the professional courses that can be offered for the training of teachers. They correspond to the medical student's hospital practice. Upon this proposition nearly all competent critics are agreed. But to provide facilities for these lines of work is a more perplexing problem than that presented in the organization of any other course in Education. The following ways for meeting the demand may be named:

I. To provide a special school for observation and practice (a model school). This is expensive and sometimes there are other difficulties to be met.

II. To utilize the public schools of the vicinity. Here every step of the way is paved with difficulties. (1.) It is rare that all the teachers of the schools are in harmony with the pedagogical theories expounded by the department of Education in the university. (2.) A student is obliged to lose much time in trying to find the period for the class work which he wishes to observe. (3.) When practice work is attempted a far more critical factor must be confronted. The teachers, pupils and patrons are apt to develop prejudices against cadet teaching that spell failure. The arrangement can never succeed unless the best of feeling exists normally between city school authorities and the university, and

the thing is managed with great tact on both sides. In most places it would be simply impossible to make it work.

We shall proceed to an examination of both of these systems, and shall begin with *the model schools.*

Pre-eminent among the institutions of the country in the professional education of teachers is Teachers College of Columbia University; and the facilities provided for observation, practice and experiment are on the same generous and comprehensive scale as those for all other departments. "From the first, side by side with the college classes of Teachers College, there have been classes of children under instruction to afford opportunity for observation and practice teaching." These classes exist now in the form of two complete schools, which are an organic part of Teachers College and are under its own exclusive control. They are the Horace Mann School and the Speyer School.

The Horace Mann School enrolled 1054 pupils last year, and had a teaching staff of eighty-two persons, or over fifty men and thirty women. It comprehends a complete school system with two kindergartens, seven elementary grades, and a five-year high school course. The tuition now is $75.00 in the kindergarten, $150.00 in the primary grades, $200.00 in the grammar grades, and $250.00 in the high school.

The school is under the direction of a superintendent who is also professor of school administration on the Teachers College faculty. "Vital connection with Teachers College is further effected by the supervisory relationship of the professors of Teachers College, by which each professor becomes an adviser regarding the teaching of his subject in the Horace Mann Schools." On account of the high tuition charged the student teachers do no practice teaching in the Horace Mann school. It is distinctively "a school of observation" for Teachers College, and is "an example of a school under the best conditions obtainable in educational practice," and as such it is studied not only by the students of Teachers College but is visited annually by a large number of teachers and superintendents from American schools and those of foreign countries.

The Speyer School with an attendance of 343

pupils is the school of practice and experiment, and furnishes the student teachers the needed opportunity for this line of training. It includes a kindergarten and eight elementary grades, and is housed in a commodious five-story building, which besides the necessary class rooms and offices contains two library rooms, a gymnasium with shower baths, a woodworking shop, a school kitchen, dining room, sewing room, and four club rooms.

We have described the two model schools of the Teachers College of Columbia University somewhat fully because they furnish the most highly developed example of schools of this type. Other model schools are maintained by the Chicago University School of Education, by the University of Missouri, the University of Minnesota, the Ohio University Normal College and the University of Wyoming.

OBSERVATION AND PRACTICE IN HIGH SCHOOLS, ACADEMIES AND NORMAL SCHOOLS.

It is said that "perhaps no University with the departmental organization has attained the high degree of perfection with reference to practice work that has been secured at Brown University. Definite arrangements have been entered into with the city school authorities whereby regular observation and practice work is done in the city schools. The professor of theory and practice of education at Brown University is director of the training department in the Providence High Schools. He confers with the principals of the high schools and supervising teachers concerning arrangements of hours and classes assigned to the student teachers. * * * Supervising teachers in the city schools are nominated by the professor of Education and receive from the University a stipulated sum for each student teacher whose work they oversee."

"Harvard has conditions somewhat similar to those that obtain at Brown University." * * * * "All students in Education III are required to observe in all the grades from the kindergarten through the high school and they are required to submit a written report of their *visits* of observation each week. Graduates and seniors without experience in teaching, if they have a high record in scholarship, may teach for practice in

the high schools of Cambridge, Newton, Medford, and Brookline. Each student teaches some one subject for about half a year, and is entirely responsible for the class just as the regular teacher would be."

The universities of California, Nebraska, Indiana, West Virginia, Cincinnati, Rochester and Washington, and Drake University follow some form of this same plan,—using the local city schools for observation and practice; and Leland Stanford sends its students to the Normal School at San Jose for the same purpose.

The University of Michigan reports that it expects to establish connection with the Ann Arbor schools for observation and practice.

OBSERVATION ONLY—IN LOCAL CITY SCHOOLS.

Cornell University reports:—"Visits of high school classes with written reports—20 hours in all, as required by the state for certification of college graduates for teaching." Observation work of this kind, varying of course in amount, is done by students of Education in the universities of Wisconsin, Iowa, Illinois, Colorado and Kansas.

It is noticeable that a large proportion of the institutions that use the city schools for observation and practice or for observation alone, speak of their meagre facilities in a tone of apology, and long for a school that shall articulate with their theoretical instruction as closely as the science teacher's laboratory articulates with his lectures. The universities of Wisconsin, Iowa, South Dakota, Texas, and California are forming definite plans for such a school and entertaining the hope that the same may materialize in the near future. No doubt there are other model schools being projected of which we have no report. The University of Illinois has in mind the conversion of its academy into a model school as one of the two alternative plans under consideration.

While these have talked about the things they hope to do, the University of Minnesota, without much preliminary agitation has during the present year established and opened a model school for both observation and practice. It takes up eighth grade and high school work and according to the announcement "it is the aim of the college of education to make the furnishings and

equipment as well as the system of instruction the very best, and a model for all teachers and school boards of the Northwest."

SUGGESTIONS FOR THE PROPOSED MODEL SCHOOL FOR THE UNIVERSITY OF NORTH DAKOTA.

I. As a School of Observation.

To begin with, it is of paramount importance that this institution be a *model school* in the literal sense of the phrase and in every particular: the building, the curriculum and the instruction—every feature of the institution—should be of such a character as to furnish as nearly as possible a faultless pattern to our students and to visiting teachers and school officers from all parts of the state. Let us speak of these items in turn.

First, the building. This should be *complete,* in that it contain all such rooms, facilities and equipment as might wisely be provided in any good high school in the state. This would include a well furnished assembly room, class rooms, library, laboratories, gymnasium with locker and shower bath, toilet rooms, manual training rooms, and offices.

Secondly, the Curriculum. It is needless to say that the usual high school courses in the languages, mathematics, science, and history with civics and economics should be offered. But there should also be included the subjects that our high schools are gradually making provision for,—namely, the business courses, and drawing, music and pedagogy. There has long been a persistent call for these subjects from the patrons of our schools and the way the response to the demand is appreciated is well illustrated by the popularity of the School of Commerce here. There is a more urgent demand for educated teachers who can handle these subjects than in any other line. It has been practically impossible for schools to get such teachers, because the colleges refused to give proper recognition to these branches. As a result the high schools that pride themselves on employing only college graduates as teachers are obliged to cast their rule to the winds here and hire anybody they can get.

Thirdly, the Instruction. This should be a model of what is best for pupils of the high school age, and should not ape the methods that belong to the collegiate

grade of instruction. Progress in the high school must be slower, reviews more frequent, the lecture method less common, and the age of adolescence of the students must be taken into account. It is perhaps needless to say that the regular corps of instruction should be composed of superior high school teachers.

II. The Model School as a School of Practice.

The function of the school in so far as we have now described it is to give the students of educational processes opportunity to study the same by personal observation. It remains to speak of the institution as a school of practice. As far as we have been able to learn, there is not a college or university in the land having a model school, that does not take the opportunity to give its students of pedagogy some experience in actual teaching. Of course, this policy has not been adopted by the conservative management of colleges without very potent reasons, among which the following may be named:

1st. The experience in teaching which the cadet receives under careful supervision and guidance develops his skill and confidence in a very marked degree, and enables him to avoid many a mistake the first year or two of his actual school room work.

2dly. It enables the faculty to speak from personal observaion when called upon for an opinion of the teaching power of their graduates, and makes their recommendations more reliable.

3dly. School officers in employing teachers, attach great importance to the two preceding considerations and generally give preference to a candidate with the experience indicated.

The University of North Dakota may be congratulated upon the very favorable situation for a model school. In establishing such an institution at other places a hundred obstacles must be overcome. Here the process is very simple. All we need is the building and equipment. Only a limited number of students would be needed, and they would come from those sections of the state having no high schools, or when the local high schools offer only one, two or three years of work which these students have finished.

C. C. Schmidt.

GENERAL INFORMATION

ORGANIZATION.

A Normal, or Teachers', department was established at the University by its charter in 1883. In 1905 the Board of Trustees established Teachers College, whose function is the preparation of teachers and administrative officers for the high schools as well as for the common schools of the state. It is now a well recognized educational principle that high school teachers should have at least a college education including special and professional preparation for their work.

The establishment at the University of a teachers' department at the founding of the institution was a wise provision and an evidence of educational insight and forethought

AIM AND SCOPE.

It is the aim of Teachers College to prepare teachers for the common and high schools of the state, principals and superintendents of graded and high schools and special teachers in music, drawing, commercial subjects and, as soon as demanded and equipment is secured, for other lines of work.

ANNOUNCEMENTS AND EXPLANATIONS.

After the current year Teachers College, with all the departments of the University, will follow the semester plan instead of the term plan now in vogue. The semester plan is found in the great majority of the institutions of the country and the tendency is in that direction. It thus brings us to a more uniform standard and nomenclature, saves one week of time and simplifies matters generally.

The unit will be the semester hour: that is, one recitation a week with the work of preparation implied, running through the semester with a grade of D or C in the subject pursued. Should a standing of B or A be received the semester hour of work would be credited with 1.2 and 1.3 units respectively.

Students are reported by instructors at the end of each semester as follows: A and B (honor), C (satisfactory) and D (passed), E (conditioned), F (failed). A semester hour graded A gives 1.3 credits; B gives 1.2; C, 1; and D, 1. An E or F, 2 D's or 3 C's estop

extra credit in other subjects, and not more than two D's in any semester are counted. A total of 124 credits are necessary for graduation.

Some subjects come five times a week and others, four, three or two, depending on the nature of each. Some continue through the year, making double courses, while others run through a semester only.

REQUIREMENTS FOR ENTRANCE.

For entrance to Teachers College it is necessary to have completed the following:

Required Subjects—

1. English .....3 years
2. Algebra (thru quadratics).....1 year
3. Pl. Geometry .....1 year
4. History (ancient or general).....1 year
5. Physics .....1 year
6. Foreign Language .....2 years

Electives—

A sufficient amount of elective work must be offered from the following list to make 15 year-courses or their equivalent:

1. Agriculture .....½ year
2. Algebra (higher) .....½ year
3. Arithmetic (Sen.) .....½ year
4. Astronomy .....½ year
5. Book-keeping .....½ or 1 year
6. Botany .....½ or 1 year
7. Chemistry .....1 year
8. Civics .....½ year.
9. Commercial Geography .....½ year
10. Commercial Law .....½ year
11. Drawing .....½ year
12. English .....1 year
13. French.....1 to 3 years
14. Geology (El.) .....½ year
15. Geometry (Sd.) .....½ year
16. German.....1 to 3 years
17. Grammar (Sen.) .....½ year
18. Greek.....1 to 3 years
19. History.....½ to 2 years
20. Latin.....1 to 4 years
21. Manual Training.....½ or 1 year
22. Meterology or Ph. Geog.....½ year

23. Music .....½ year
24. Political Economy.....½or 1 year
25. Psychology .....½ year
26. Scandinavian.....1 to 3 years
27. School Management .....½ year
28. Spanish.....1 to 3 years
29. Stenography and Typewriting.....1 year
30. Trigonometry (Pl.) .....½ year
31. Zoology.....½ or 1 year

If an applicant enter with only one year of a modern language among his electives, he must pursue that language at least one year in college. Latin can not be taken in college unless the student has had at least two years of it before entrance.

Should an applicant be deficient in the entrance requirements, he may enter with conditions but must make these up during the first year. He will have an opportunity to pursue such subjects in the Model School.

Certificates of the High School Board, of principals and superintendents of first class high schools and certificates gotten in other states and accredited by the state universities of those states, are accepted in lieu of examination.

A subject offered to satisfy an entrance requirement must remain where offered and can not thereafter be interchanged with other courses. A new student must also offer all the credentials which he claims within one term after entrance.

ADVANCED STANDING.

Students who have done college work elsewhere may receive credit for it either on examination or on presentation of acceptable credentials. Heads of departments at the University accord such credit to those credentials, in their respective fields, as they deem just; no such student, however, will be granted the Bachelor's degree or a Diploma without at least one year's work in residence.

Graduates at the state Normal schools are given credit for one year's work (31 hours) in Teachers College. One and one-half courses in Education, such as the Dean may direct, entitle them at graduation to the Bachelor's Diploma along with the degree of Bachelor

of Arts. All claims for credits must be made before the close of the first term after entrance.

Advanced (College) standing will not be given for any work done in high schools unless the applicant pass a satisfactory special examination on the same.

TEACHERS COLLEGE CURRICULUM.

1. *Required:—*

Education: 20 hours, including the history and philosophy of Education for all; and school supervision and administration for those preparing for administrative positions; other courses elective.

English: 8 hours.

Psychology, general or educational: 4 hours.

Logic or Ethics: 4 hours.

Natural Science: 8 hours.

Some one foreign language: 16 hours.

2. *Electives:—*

A sufficient amount of elective work to give a total of 124 semester hours is necessary to secure the degree of Bachelor of Arts and the Bachelor's Diploma in Education.

It is necessary for prospective teachers or administrative officers to elect their courses in view of the position for which they are preparing. They will, then, make known to the Dean their elective subjects as soon as possible.

3. *Special Preparation:—*

Each candidate for graduation prepares specially on from one to three subjects, or lines of work, and these are certified and written in his Bachelor's Diploma (the professional instrument) at graduation. The following are the minimum requirements in the several special subjects:

(1.) Biology: 16 hours in addition to 8 hours of chemistry.

(2.) Chemistry: 16 hours.

(3.) Commercial Subjects: 8 hours in addition to the three year-courses offered at entrance or taken in the Model School.

(4.) English: 24 hours.

(5.) Geology: 8 hours in addition to 8 hours of Chemistry and the Physiography offered at entrance.
(6.) Greek: 32 hours.
(7.) History: 16 hours.
(8.) Latin: 16 hours above Vergil.
(9.) Mathematics: 8 hours, in addition to the Higher Algebra and Solid Geometry offered at entrance.
(10.) Modern Languages: 24 hours in each.
(11.) Physics: 8 hours in addition to 8 hours of Chemistry.
(12.) Political Science: 8 hours in addition to the year course offered at entrance.

NOTE.—In addition to the academic requirement for each group, a teachers' course covering the theory and practice of teaching the subject must be taken when required by the department concerned.

BACHELOR OF ARTS AND BACHELOR'S DIPLOMA.

When a student has completed the curriculum of Teachers College, (124 hours), which ordinarily takes four years but which can be completed sooner by very good students, he will be entitled to the degree of Bachelor of Arts (B. A.) and to the Bachelor's Diploma. This last is valid as a State certificate of the second class for three years. After one year's experience such person is entitled to the State certificate of the first class, valid for five years; and after three years' experience he may secure the Professional certificate valid for life.

THE MASTER'S DEGREE.

Any person having the degree of Bachelor of Arts (B. A.) from the University or any other institution of like standing, may, upon written application, become a candidate for the degree of Master of Arts. The Master's degree is, historically and at present actually, the teacher's degree—*Magister* (teacher) *Artium*. Those who seek it have everywhere and in almost all cases *teaching* in view. The candidate may take his major or minors in Education.

It involves a year's work, in residence, on a major subject with its thesis, and two minors. The applicant,

if the holder of the B. A. degree from this University may be permitted to do this work *in absentia,* in which case two years at least will be required.

In all cases the candidate must pass a satisfactory examination and present a thesis on or before May 15th of the year in which he applies for his degree.

SPECIAL STUDENTS AND CERTIFICATES.

Persons of earnest purpose who have completed the entrance requirements or their equivalent but who can not spend the time necessary for a degree are admitted freely into existing classes for which they are prepared. Such persons may qualify for special lines of teaching; and provided they have done not less than two years' work, or sixty-two credits, including the specific requirements, will be given special certificates valid in law as state teachers' certificates. For the present, opportunity is offered in the following lines:

(1.) Preparation for teaching in the common and smaller high schools. In order to qualify for this purpose and to secure the certificate the student must offer at entrance a year of pedagogy or a year of the senior common branches and must take in Teachers College four semester hours in the history of education, four in general or educational psychology, eight hours of elective work in Education, eight hours in English, and eight hours in history; the balance of the two years' work is elective.

(2.) Preparation for teaching Commercial subjects in high schools. For this purpose and to secure the special certificate of qualification, it is necessary to have for entrance, book-keeping, commercial law and two years of shorthand and typewriting; and to take in Teachers College the courses in modern business methods and accounting and in Commercial geography; also eight semester hours in English, eight in political science and sixteen in Education. The balance of the two years' work is elective. An excellent opportunity is offered in Teachers College to prepare for filling the many demands for teachers of commercial subjects in the high schools of the state.

It is hoped that Teachers College will be able in the near future to prepare special teachers in music, drawing and manual training for graded and high

schools and to offer appropriate certificates in these special lines also.

THE RECOMMENDATION COMMITTEE.

The Recommendation Committee has for its object the helping of past or present students or graduates from any department of the University to secure positions for which they have prepared and are fitted. Accurate information, personal, academic and professional, will be furnished to school boards or other authorities, relative to such candidates. The Committee, of course, interests itself only on behalf of those who are or have been at some time connected with the University. Such persons, as well as school boards and superintendents of schools are invited to correspond with the Committee. Address *W. M. Oates, Secretary, University, N. D.*

THE SUMMER SESSION.

It is expected that a summer school will be held as usual at the University the coming summer. Further announcements will be made later in the annual catalog and by special circular.

EXPENSES.

There are, at the University, two dormitories for young women and one for young men. So far as possible students will be accommodated, but applicants for rooms should write to the Registrar long in advance. Board and room are $3.75 a week. In Grand Forks the cost of similar accommodations is usually higher. The estimated expenses at the University for a year are about as follows:

Incidental fee	$ 5.00
Deposit fee (returnable)	3.00
Library and Physical Culture	3.00
Room and board (35 weeks at $3.75)	131.25
Books and Laboratory fees (estimated)	15.00
	$157.25

This does not include clothing, laundry or sundries.

COURSES OF INSTRUCTION.

Owing to the change now in progress at the University, to the semester plan, we give only a summary and general statement of courses, and would refer the reader to the forthcoming annual catalog which may be had on application in about six weeks. The following,

however, will give a fairly accurate idea of the courses available:

COURSES IN EDUCATION.

Special Methods in the various common and high school subjects.

Educational Psychology.

Child Study and Adolescence.

The History of Education.

Advanced History of Education.

The Philosophy of Education.

School Supervision and Administration.

Comparative Study of Educational Systems.

High School Management and Problems.

Nature Study and Agriculture.

Educational Classics.

OTHER COURSES.

Biology: In botany, (a) general botany, (b) plant physiology, (c) plant morphology; and several other courses more advanced. In zoology, (a) general zoology, (b) invertebrate morphology, (c) vertebrate morphology.

Chemistry: (a) general, (b) qualitative, (c) quantitative, (d) organic; and several others.

A teachers' course in chemistry is offered, and is required of those who are preparing to teach the subject in high schools.

Commercial Courses: (a) Modern business methods and accounting; (b) Commercial geography.

Those who have had the commercial courses listed among the entrance electives, including shorthand, typewriting, bookkeeping, and commercial law, may complete their preparation here as teachers for commercial departments in high schools. Here is an excellent opportunity to prepare for this work.

Drawing: (a) Mechanical free-hand drawing, and instrumental mechanical drawing.

Both of these courses are intended for those preparing to teach drawing in high schools. These teachers' courses require as prerequisites the preparatory and college academic courses in drawing and art.

English: (a) advanced rhetoric; (b) old and middle English; (c) the Romantic and Victorian literatures; (d) American literature; (e) Public Speaking; (f) Shakespeare and the English drama.

The English Department offers a course on Methodology in English in the High School.

French and Spanish: The several courses offered in French and Spanish are available to students in Teachers College.

Geology: (a) General geology; (b) Economic geology.

German: Three years of German are available.

Greek: Four years of Greek are available.

History: (a) English and U. S. History; (b) Teachers' course in History; (c) Mediaeval and Modern History; (d) Nineteenth Century History; (e) Seminaries in history.

Latin: (a) Cicero; (b) Vergil; (c) Cicero's De Senectute, Livy and Terence; (d) Horace and the Elegiac Poets; (e) Roman Philosophy; (f) Life in the First Century.

Latin Lessons and Second Year Latin are prerequisite to the above.

A Teachers' Course is offered and required of those preparing to teach Latin in High Schools.

Mathematics and Astronomy: (a) higher algebra; (b) plane trigonometry; (c) Analytical Geometry; (d) calculus; (e) descriptive astronomy; (f) projective geometry.

Those who are preparing to teach mathematics in the high school must have (a), (b) and (c) at least, in addition to elementary algebra, plane and solid geometry.

Mineralogy: Three semester courses are available in Mineralogy and Petrography.

Philosophy: (a) psychology; (b) ethics; (c) logic; (d) history of ancient philosophy; (e) history of modern philosophy; (f) modern philosophy; (g) Metaphysics.

Physics: (a) general physics; (b) experimental physics; (c) heat, light and electricity.

A Teachers' Course is offered and is required of those preparing to teach this subject in high schools.

Physical Training: Systematic and thorough courses are offered to both men and women in the principles and practices included under this heading.

Our new Gymnasium offers excellent facilities for

this purpose. There is a physical director for young men and another for young women.

Political Science: (a) principles of economics; (b) money and banking; (c) social problems; (d) Industrial combinations; (e) municipal problems; (f) tariff history; (g) transportation; (h) comparative politics; (i) civics.

Scandinavian: Four courses including Old Norse are available as electives in Teachers College.

Sociology: (a) anthropology; (b) ethnology; (c) sociology; (d) social pathology.

A special course is offered to teachers on the bearing of sociology on education.

Sociological study is of special interest and value to teachers.

THE UNIVERSITY OF NORTH DAKOTA

Grand Forks, North Dakota

TWENTY-THIRD ANNUAL SESSION

THE UNIVERSITY is the oldest and best equipped educational institution in the State. The Library, Museum and Laboratories are unusually complete. The standard of scholarship in all departments equal to that of the oldest institutions in the country. Tuition free except in the Colleges of Law and Medicine.

BUILDINGS—The University has nine buildings, heated throughout by steam and lighted by electricity. A fine new library building is about to be opened.

EXPENSES—With room, heated, lighted and furnished, including bath, use of laundry, etc., $3.75 a week. The total expenses for the year need not exceed $155. (See catalogue.)

COLLEGE OF LIBERAL ARTS
A four years' course, which the wide range of elective studies makes it possible to vary to suit the aptitude and needs of the individual student, leads to the degree of Bachelor of Arts. Post graduate courses leading to the degree of Master of Arts. George S. Thomas, M. A., Ph. D., Dean.

TEACHERS COLLEGE
A four years' college course, requiring for admission the completion of a high school course, and leading to the degree of Bachelor of Arts (B. A.) The good or excellent student can complete the course in three years. The Normal Diploma will be granted as heretofore, on completion of two years of professional and academic work of college grade. Joseph Kennedy, M. A., Dean.

COLLEGE OF LAW
Strong faculty of able lawyers. Two years' day course and three years' night course lead to the degree of LL. B. Andrew A. Bruce, M. A., LL. B., Dean.

COLLEGE OF MECHANICAL AND ELECTRICAL ENGINEERING
Excellent advantages. Do not go away to other states; remain at home where every acility is offered. Practical courses lead ng to degrees of M. E. and E. E. Calvin H Crouch, M. E., Dean.

COLLEGE OF MINING ENGINEERING (School of Mines)
A good course in mining engineering, leading to the degree of E. M. Send for catalogue. Earle J. Babcock, B. S., Dean.

COLLEGE OF MEDICINE
The University offers the first two years of a regular four years' course in medicine. Students who complete this course are admitted to all reputable medical colleges and given full credit for two years of work. The facilities of the University for offering the first two years of a standard medical course are unsurpassed. Melvin A Brannan, M. A., Dean.

SCHOOL OF COMMERCE
With a three years' course, offers excellent facilities for preparation for all lines of business. W. M. Bryant. M. Acct., Principal.

PREPARATORY DEPARTMENT
For the benefit of those not enjoying high school advantages The course may be completed in three years.

For further information and catalogue, address,

WEBSTER MERRIFIELD, President, University, N. D.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

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